Areas to investigate

KS2 attainment

- Writing and mathematics attainment was in the bottom 20% for at least two years for disadvantaged pupils.

KS1 attainment

- In 2017, attainment in all subjects was below average and in the lowest 10% for all pupils.
- Reading and mathematics attainment was in the bottom 20% for at least two years for all pupils.

Phonics in 2017

- Fewer than 70% of pupils met the expected standard in phonics in year 1. The average mark for pupils not meeting the phonics expected standard in year 1 was 15.

Absence and exclusions

- Overall absence in 2016/17 was high for all pupils (in the highest 10%).
- Overall absence was high (in the highest 10%) for the latest two years for all pupils.

The areas to investigate indicate meaningful trends and issues from the data. These are based upon cohorts of more than ten pupils. Progress trend sentences are based on at least six pupils in each year. Progress and attainment figures based upon ten or fewer pupils will be displayed in grey throughout the report. Please note some areas to investigate are based on data not contained in this report. The DfE announced in January, that a methodology change to the way key stage 2 progress is calculated for 2018 results will be made to better account for extreme scores, or 'outliers', and that this will change the progress scores of approximately 1% of pupils nationally (https://www.gov.uk/government/publications/primary-school-accountability). In the meantime, Ofsted has carried out initial modelling, and indicated where extreme scores occur based on the 2017 data. This has been indicated in the IDSR areas to investigate.

For further information on areas to investigate methodology see: https://www.gov.uk/government/publications/using-ofsteds-inspection-dashboard-early-years-foundation-stage-profile-to-key-stage-4.

Inspection Data Summary Report, unamended (Phonics,KS1), amended (KS2), final (EYFS) 2017, 10 August 2018   **Page 1**

Ofsted

Copperfield Academy

URN: 139685   **LAESTAB:** 8862024

Phase of education: Primary
Headteacher: Kevin Holmes
Pupils: 527
Gender: Mixed
Special needs provision:

Local authority: Kent
Admissions policy: Not applicable
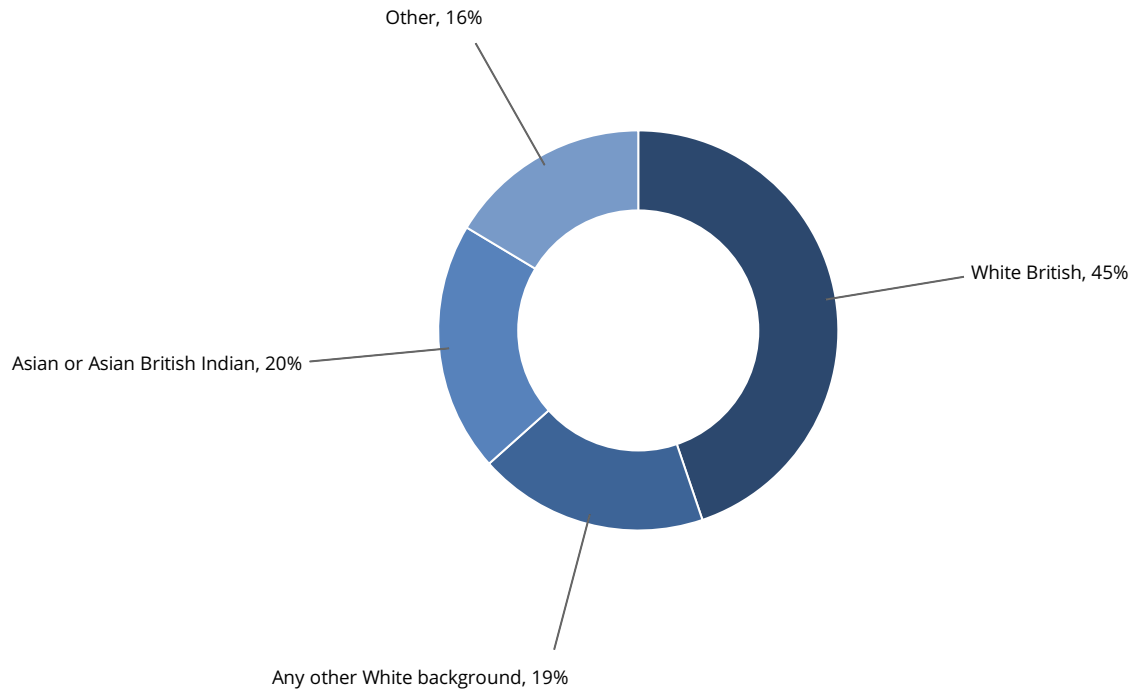**Ages:** 3-11
Denomination: Does not apply

Schools details as of 3 January 2018

Ethnicity

This school has 14 of the 17 ethnic groups. Those with 5% or more are shown in the pie chart below.

Other, 16%

White British, 45%

Asian or Asian British Indian, 20%

Any other White background, 19%

School level trends

2017 Quintile
Lowest 20% — Highest 20%

	2015	2016	2017	Q5	Q4	Q3	Q2	Q1
% girls								
School	47	48	50				■	
National	49	49	49					
% eligible for FSM at any time during the past 6 years								
School	35	29	29				■	
National	26	25	24					
% of pupils first language not/believed not to be English								
School	40	42	43					■
National	19	20	21					
% of pupils with SEN support								
School	4.8	10.8	12.7			■		
National	13.0	12.1	12.2					
% of pupils with a SEN statement or EHC plan								
School	1.0	0.8	0.8		■			
National	1.4	1.3	1.3					
School deprivation indicator								
School	0.2	0.2	0.2				■	
National	0.2	0.2	0.2					
Number on roll								
School	495	502	527					■
National	269	275	279					

Copperfield Academy

Year group data

	Number on roll	% girls	Nat	% FSM	Nat	% EAL	Nat	% SEN	Nat	Number of CLA
Year 1	59	36	49	17	19	36	21	19	12	0
Year 2	55	62	49	20	22	46	21	13	14	0
Year 3	58	47	49	36	26	43	21	17	15	0
Year 4	87	46	49	28	28	43	21	16	16	0
Year 5	81	54	49	46	30	42	20	9	16	0
Year 6	57	47	49	35	31	51	20	7	17	0

Prior attainment

Difference from national (early learning goals) %

% pupils with no EYFS profile

	Reading	Writing	Mathematics	% pupils with no EYFS profile
Year 1	-9.9	-5.5	-6.7	5.1
Year 2	-6.4	-8.5	-9.9	5.3

Difference from national %

% pupils with no prior attainment

	Reading	Writing	Mathematics	% pupils with no prior attainment
Year 3	-18.4	-6.4	-16.9	5.2

Difference from national APS

|	Reading	Writing	Mathematics	
Year 4	-0.4	-0.4	-0.2	9.2
Year 5	-0.4	-1.1	-0.3	16.0
Year 6	-1.3	-0.6	-0.9	12.3

| Reading | Writing | Mathematics |

Underlined once: more than one standard deviation from national
Underlined twice: more than two standard deviations from national
This is historic data for pupils at January, for example current year 6 pupils will have been year 5 in 2017
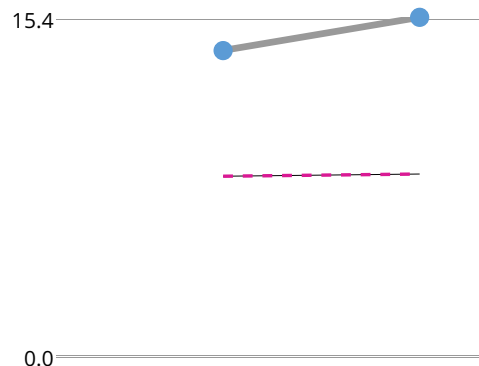
Copperfield Academy

Absence
% of sessions missed
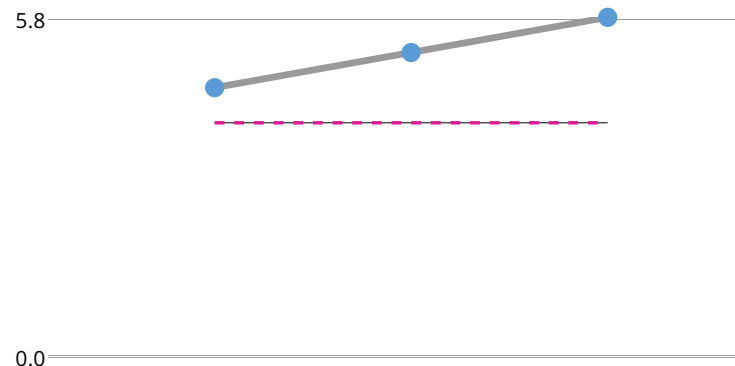
Persistent Absence
% of pupils who missed 10% or more sessions

	2015	**2016**	**2017**
School %	4.6	5.2	5.8
Nat %	4.0	4.0	4.0
Cohort	427	432	441

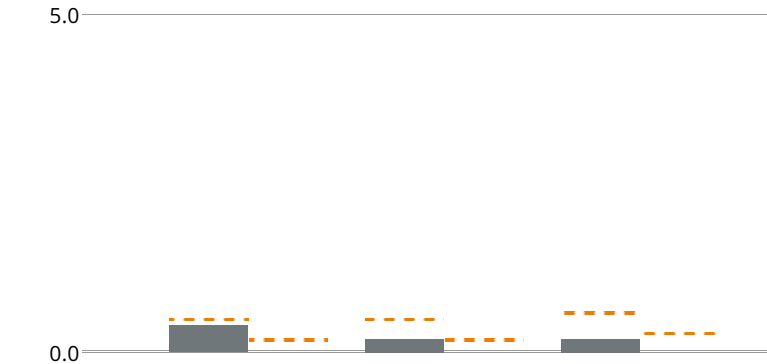|	**2016**	**2017**
School %	13.9	15.4
Nat %	8.2	8.3
Cohort	432	441

School   National

All absence indicators are based on three terms of data for mainstream and special schools. Nationals are displayed as per the school phase of education. Special schools have been compared with the national for secondary schools. For boarding schools only day pupils are included.
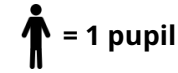
Copperfield Academy

Fixed term exclusions

% of pupils excluded

■ Total   ■ Repeat   ▪▪▪ National

Permanent exclusions

👤 = 1 pupil

Nat

2016 **(0)** No permanent exclusions

2015 **(0)** No permanent exclusions

	2014		2015		2016	
School %	0.4	0.0	0.2	0.0	0.2	0.0
National %	0.5	0.2	0.5	0.2	0.6	0.3
Number	2	0	1	0	1	0

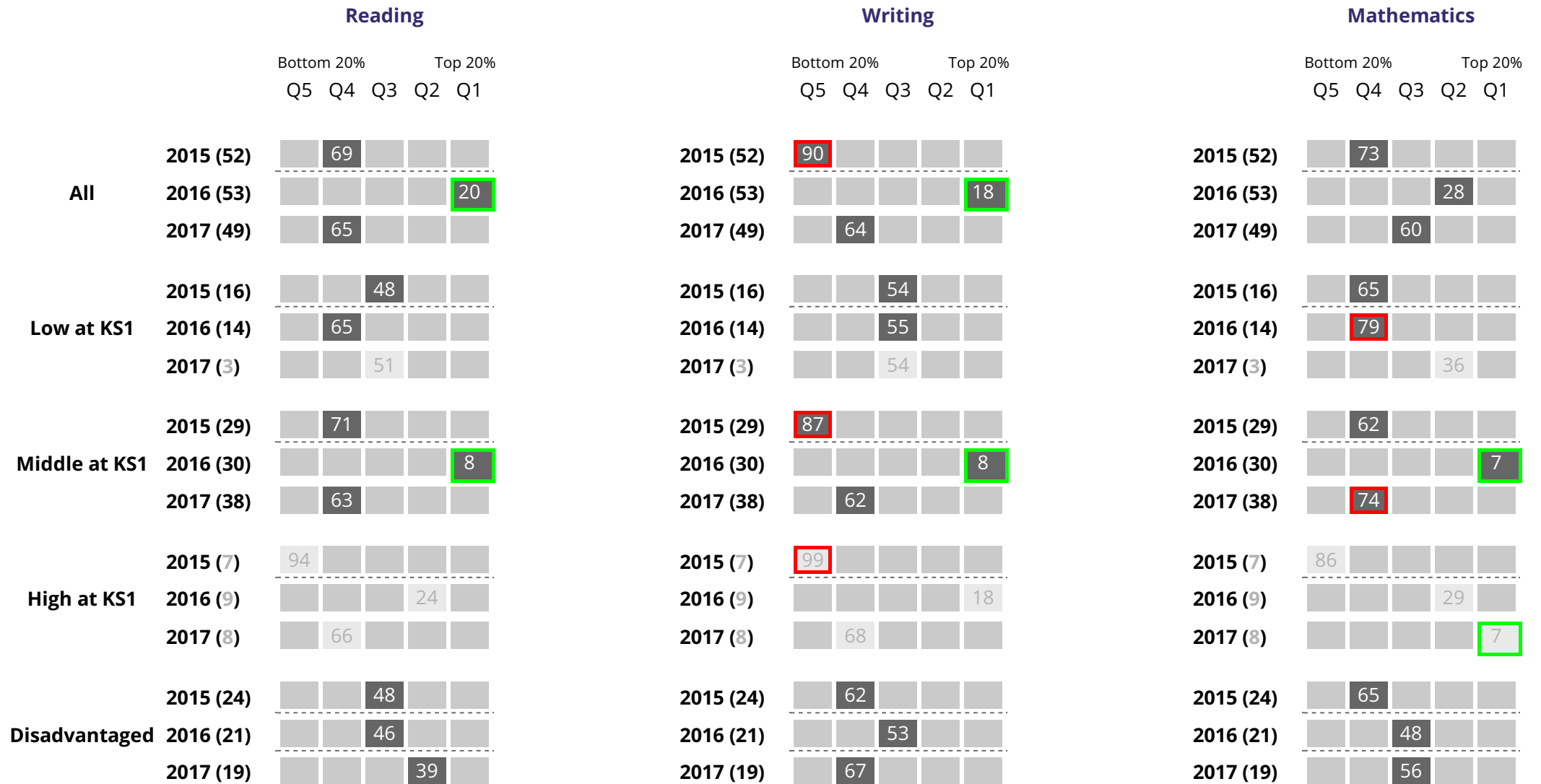The national for fixed term exclusions is based on phase of education, such as primary or secondary.

The national average number of pupils (Nat) permanently excluded shown in orange is based on phase of education.

Copperfield Academy

Trends over time
Progress quintiles displaying percentile rank (1-100 where 1 is the top percentile)

Reading

	Bottom 20% Q5	Q4	Q3	Q2	Top 20% Q1
All					
2015 (52)		69			
2016 (53)					20
2017 (49)		65			
Low at KS1					
2015 (16)			48		
2016 (14)		65			
2017 (3)			51		
Middle at KS1					
2015 (29)		71			
2016 (30)					8
2017 (38)		63			
High at KS1					
2015 (7)	94				
2016 (9)				24	
2017 (8)		66			
Disadvantaged					
2015 (24)			48		
2016 (21)			46		
2017 (19)				39	

Writing

	Bottom 20% Q5	Q4	Q3	Q2	Top 20% Q1
All					
2015 (52)	90				
2016 (53)					18
2017 (49)		64			
Low at KS1					
2015 (16)			54		
2016 (14)			55		
2017 (3)			54		
Middle at KS1					
2015 (29)	87				
2016 (30)					8
2017 (38)		62			
High at KS1					
2015 (7)	99				
2016 (9)					18
2017 (8)		68			
Disadvantaged					
2015 (24)		62			
2016 (21)			53		
2017 (19)		67			

Mathematics

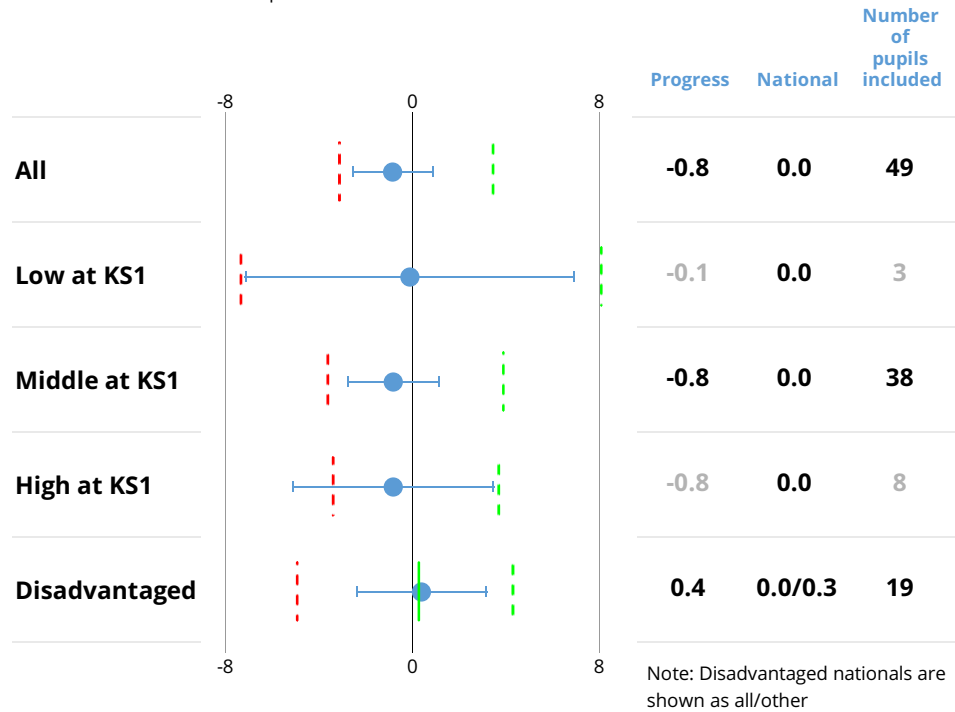|	Bottom 20% Q5	Q4	Q3	Q2	Top 20% Q1
All					
2015 (52)		73			
2016 (53)				28	
2017 (49)			60		
Low at KS1					
2015 (16)		65			
2016 (14)		79			
2017 (3)				36	
Middle at KS1					
2015 (29)		62			
2016 (30)					7
2017 (38)		74			
High at KS1					
2015 (7)	86				
2016 (9)				29	
2017 (8)					7
Disadvantaged					
2015 (24)		65			
2016 (21)			48		
2017 (19)			56		

Note: 2015 quintiles and percentiles are based on value added measures; 2016 and 2017 quintiles are based on progress measures. Rank for the disadvantaged section is based on all schools' disadvantaged pupil groups, except for 2016 where it is based on RAISEonline methodology, which measured the group against all pupils. For quintile boundaries, see guidance documents on https://www.gov.uk/government/collections/using-ofsteds-inspection-dashboard. Statistical significance for disadvantaged pupils is against the national for other pupils.

() Cohort   Significantly below national   Significantly above national   Change in methodology or calculations ------------

Reading progress in 2017
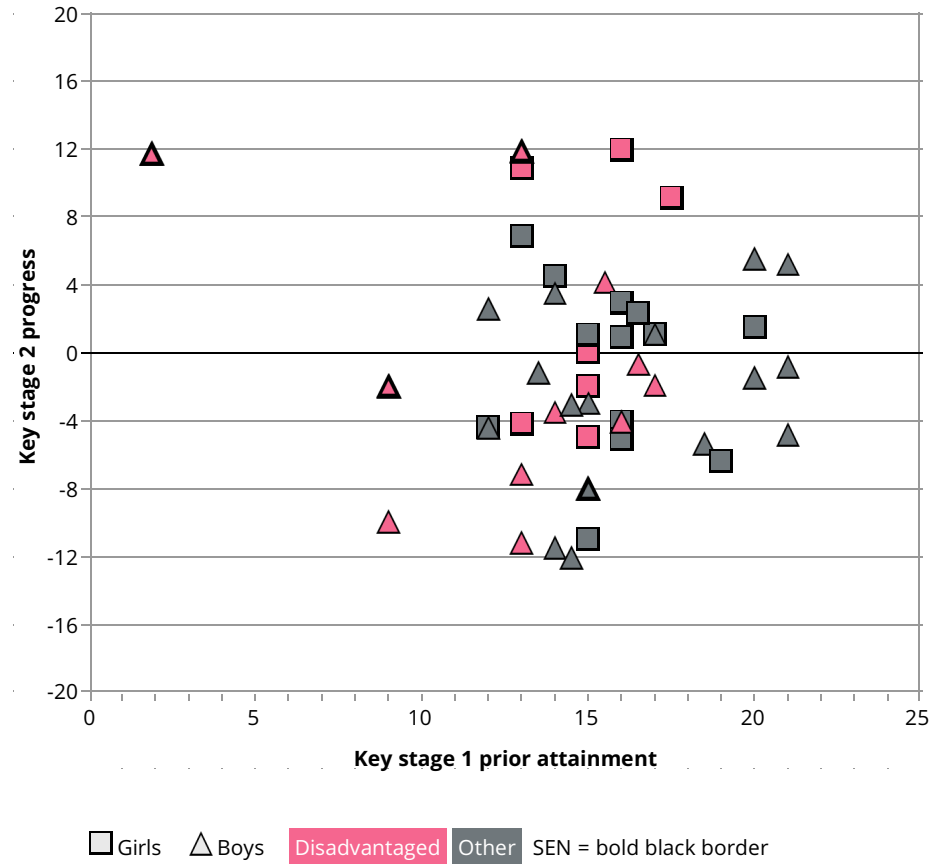
- - - Bottom 10%   - - - Top 10%   —— Other national

	Progress	National	Number of pupils included
All	-0.8	0.0	49
Low at KS1	-0.1	0.0	3
Middle at KS1	-0.8	0.0	38
High at KS1	-0.8	0.0	8
Disadvantaged	0.4	0.0/0.3	19

Note: Disadvantaged nationals are shown as all/other

Significantly below national and in bottom 10%
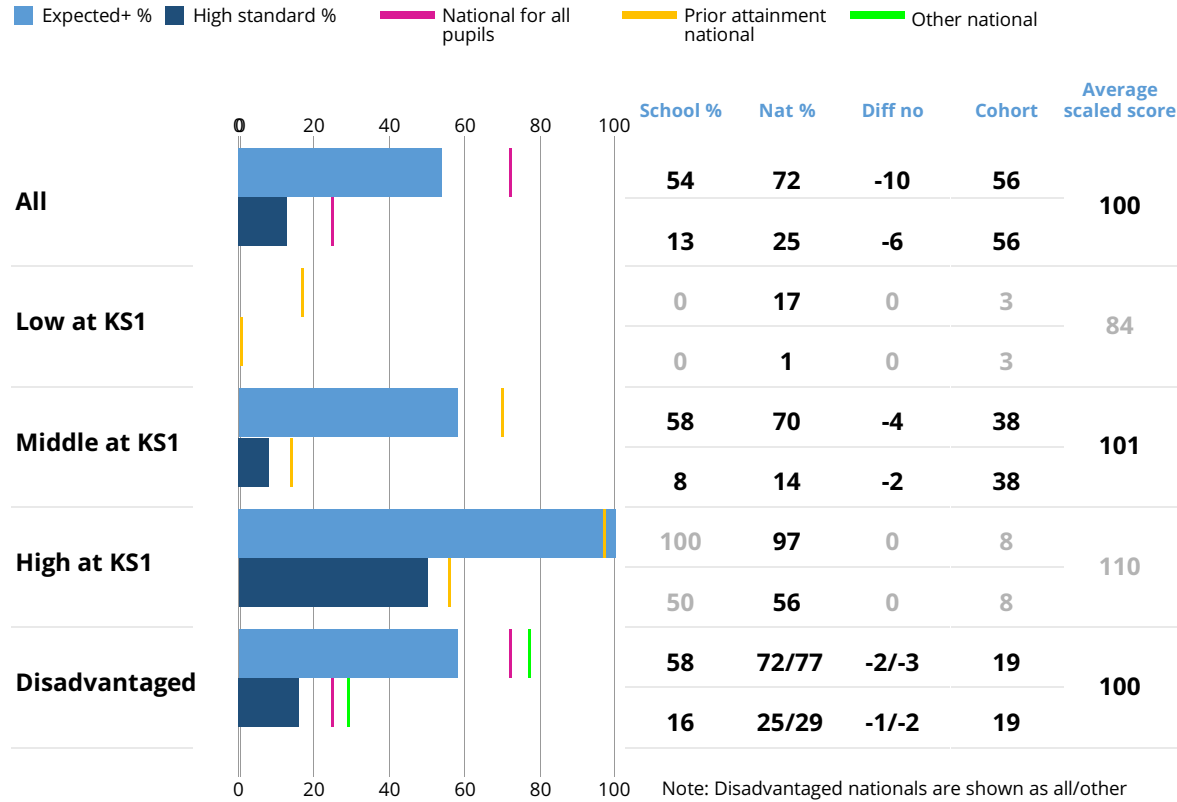
Significantly above national and in top 10%

Shading based on statistical significance and top/bottom 10% will not be shown for special schools.

Reading progress scatterplot

Key stage 2 progress

Key stage 1 prior attainment

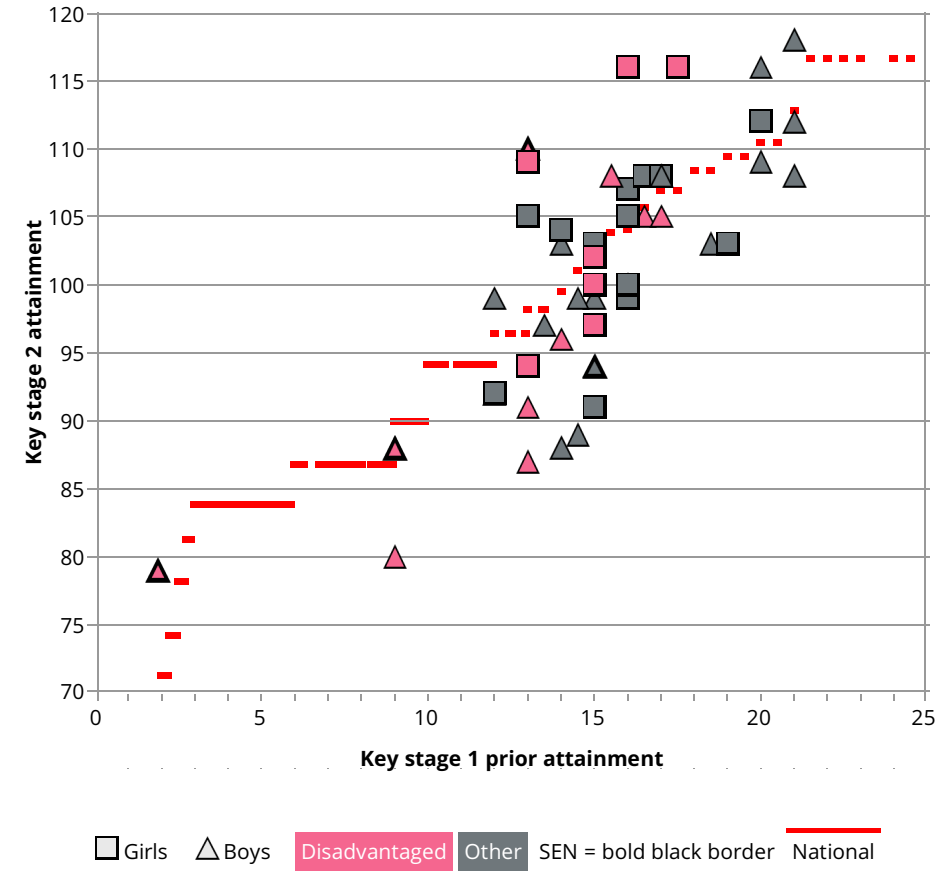☐ Girls   △ Boys   Disadvantaged   Other   SEN = bold black border

Top and bottom 10% values can be found in the percentile boundary spreadsheet alongside the guidance documents located here: https://www.gov.uk/government/publications/using-ofsteds-inspection-dashboard-early-years-foundation-stage-profile-to-key-stage-4.The values displayed above are rounded to one decimal place however all underlying calculations are based on unrounded data. Prior attainment is based on overall KS1 attainment.
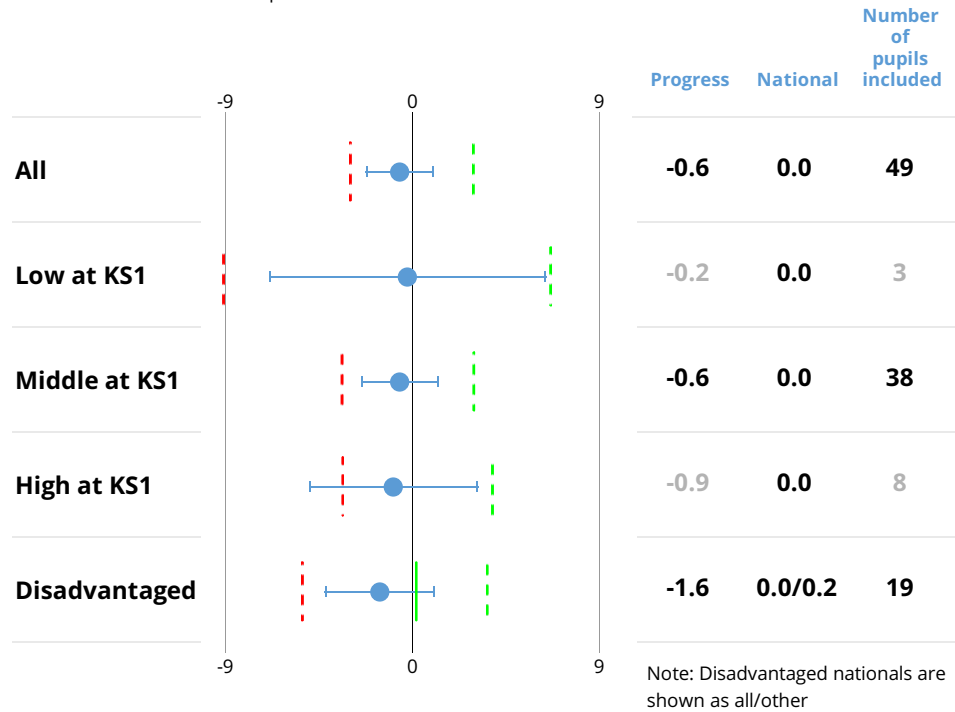
Reading attainment in 2017

- Expected+ %
- High standard %
- National for all pupils
- Prior attainment national
- Other national

	School %	Nat %	Diff no	Cohort	Average scaled score
All	54	72	-10	56	100
	13	25	-6	56	
Low at KS1	0	17	0	3	84
	0	1	0	3	
Middle at KS1	58	70	-4	38	101
	8	14	-2	38	
High at KS1	100	97	0	8	110
	50	56	0	8	
Disadvantaged	58	72/77	-2/-3	19	100
	16	25/29	-1/-2	19	

Note: Disadvantaged nationals are shown as all/other

Reading attainment scatterplot

- Girls
- Boys
- Disadvantaged
- Other
- SEN = bold black border
- National

The values displayed above are rounded to one decimal place however all underlying calculations are based on unrounded data. The 'Diff no' value shows the number of pupils that the difference between school and national represents, and is always rounded down to a whole number. Prior attainment is based on overall KS1 attainment.

Writing (teacher assessment) progress in 2017

- - - Bottom 10%   - - - Top 10%   —— Other national

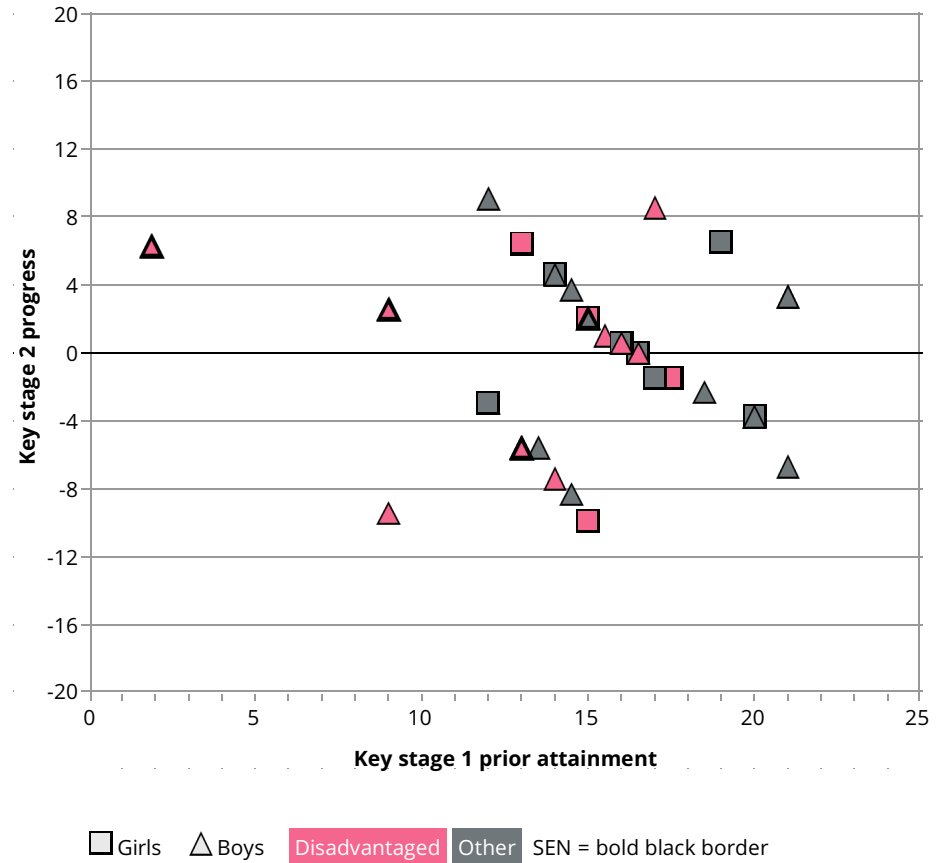|	Progress	National	Number of pupils included
All	**-0.6**	**0.0**	**49**
Low at KS1	-0.2	**0.0**	3
Middle at KS1	**-0.6**	**0.0**	**38**
High at KS1	-0.9	**0.0**	8
Disadvantaged	**-1.6**	**0.0/0.2**	**19**

Note: Disadvantaged nationals are shown as all/other

Significantly below national and in bottom 10%   Significantly above national and in top 10%

Shading based on statistical significance and top/bottom 10% will not be shown for special schools.
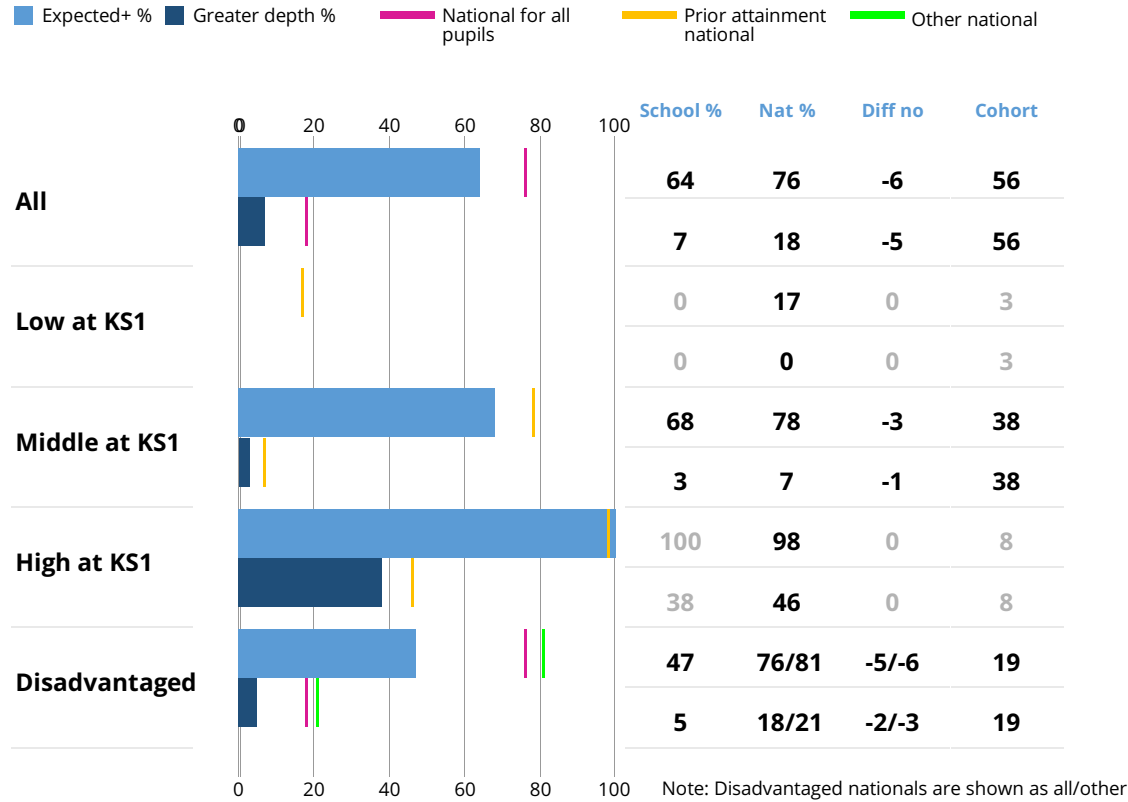
Writing data is based on teacher assessments. Users should be cautious when using this data.

Writing (teacher assessment) progress scatterplot

Key stage 2 progress

Key stage 1 prior attainment

☐ Girls   △ Boys   ▣ Disadvantaged ▣ Other   SEN = bold black border

Top and bottom 10% values can be found in the percentile boundary spreadsheet alongside the guidance documents located here: https://www.gov.uk/government/publications/using-ofsteds-inspection-dashboard-early-years-foundation-stage-profile-to-key-stage-4.The values displayed above are rounded to one decimal place however all underlying calculations are based on unrounded data. Prior attainment is based on overall KS1 attainment.
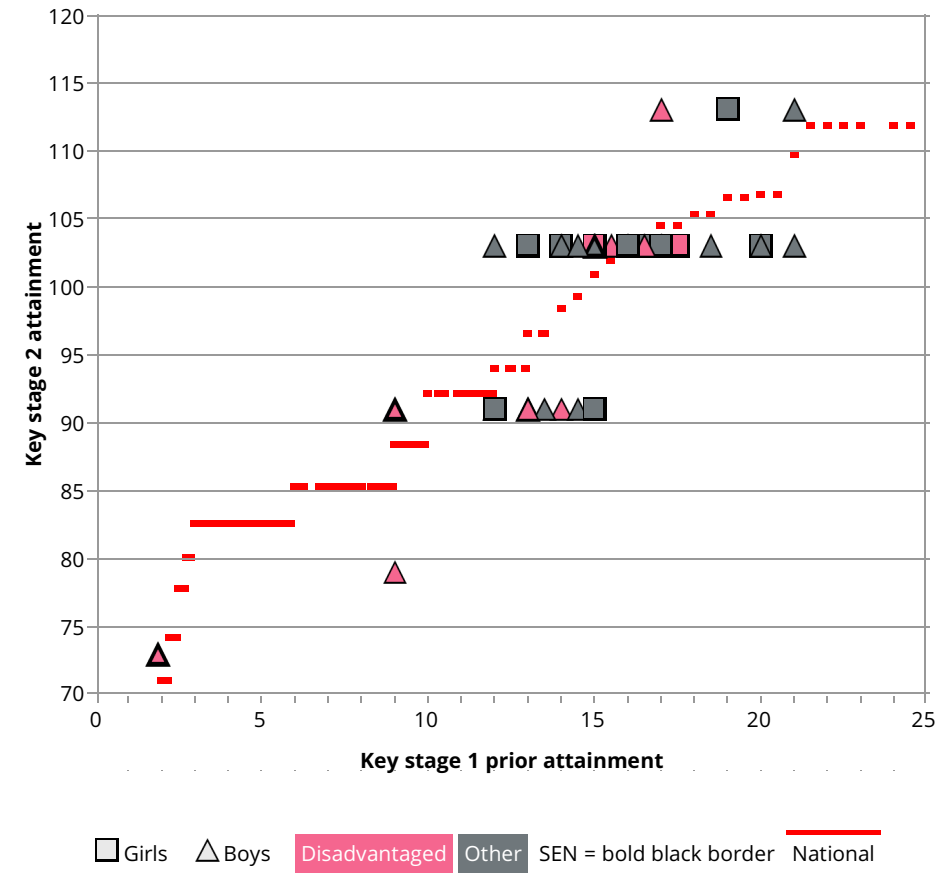
Copperfield Academy

Writing (teacher assessment) attainment in 2017

- ◼ Expected+ %
- ◼ Greater depth %
- ▬ National for all pupils
- ▬ Prior attainment national
- ▬ Other national

	School %	Nat %	Diff no	Cohort
All	64	76	-6	56
	7	18	-5	56
Low at KS1	0	17	0	3
	0	0	0	3
Middle at KS1	68	78	-3	38
	3	7	-1	38
High at KS1	100	98	0	8
	38	46	0	8
Disadvantaged	47	76/81	-5/-6	19
	5	18/21	-2/-3	19

Note: Disadvantaged nationals are shown as all/other

Writing data is based on teacher assessments. Users should be cautious when using this data.

Writing (teacher assessment) attainment scatterplot

- ◻ Girls
- △ Boys
- ▮ Disadvantaged
- ▮ Other
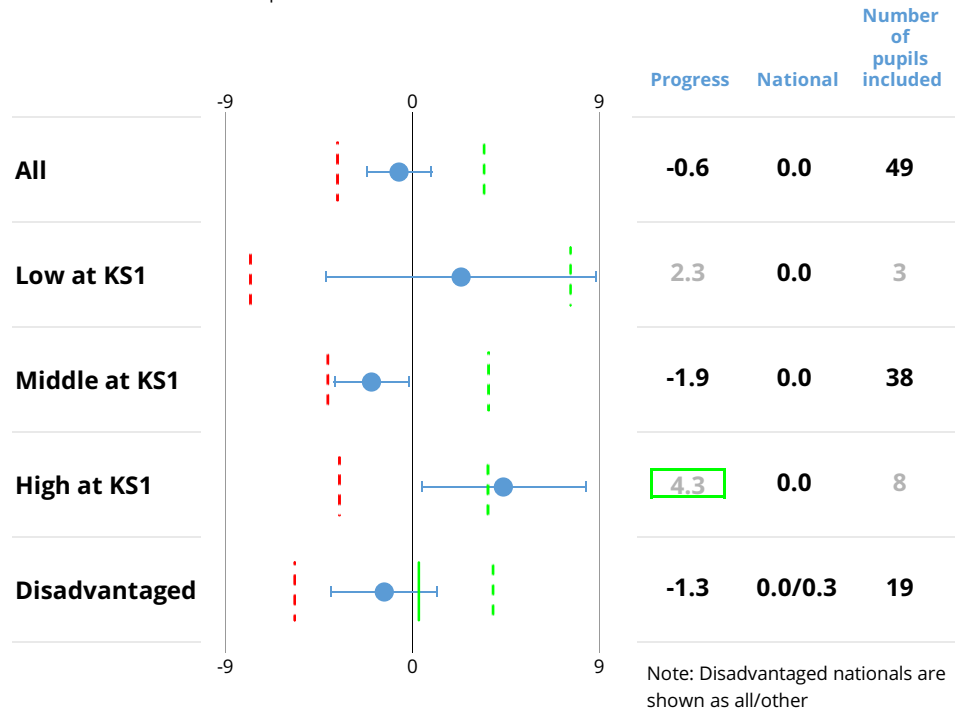- SEN = bold black border
- ▬ National

The values displayed above are rounded to one decimal place however all underlying calculations are based on unrounded data. The 'Diff no' value shows the number of pupils that the difference between school and national represents, and is always rounded down to a whole number. Prior attainment is based on overall KS1 attainment.

Mathematics progress in 2017

- - - Bottom 10%   - - - Top 10%   —— Other national

	Progress	National	Number of pupils included
All	-0.6	0.0	49
Low at KS1	2.3	0.0	3
Middle at KS1	-1.9	0.0	38
High at KS1	4.3	0.0	8
Disadvantaged	-1.3	0.0/0.3	19

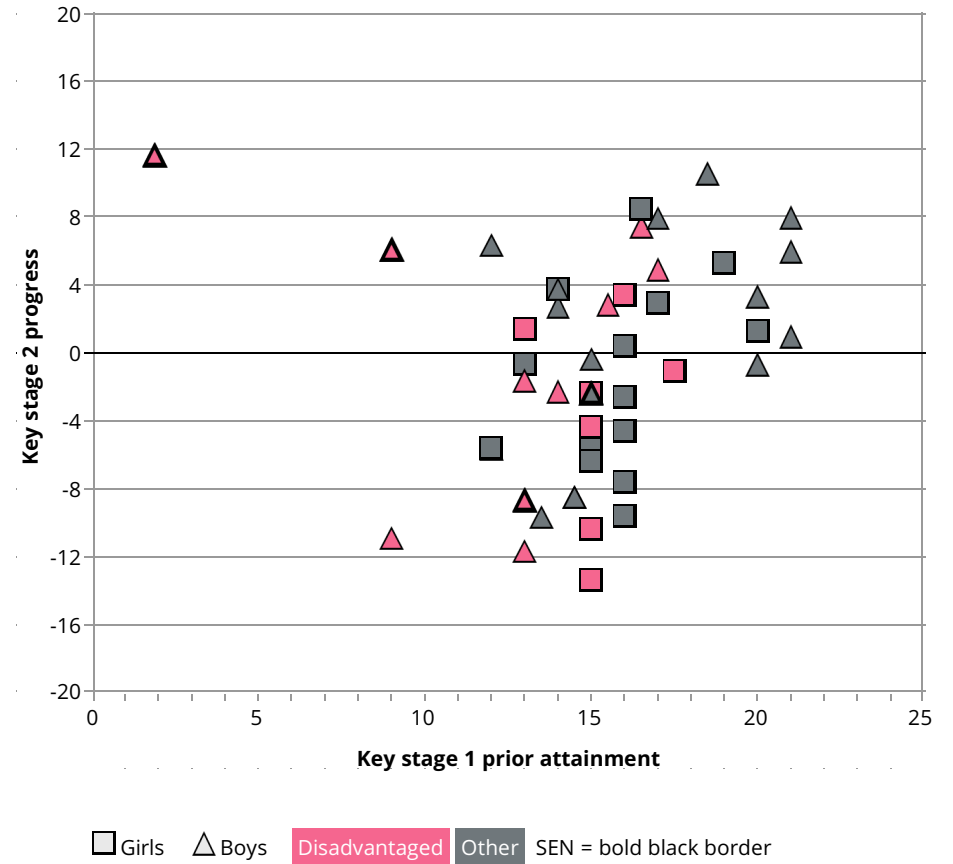Note: Disadvantaged nationals are shown as all/other

Significantly below national and in bottom 10%   Significantly above national and in top 10%
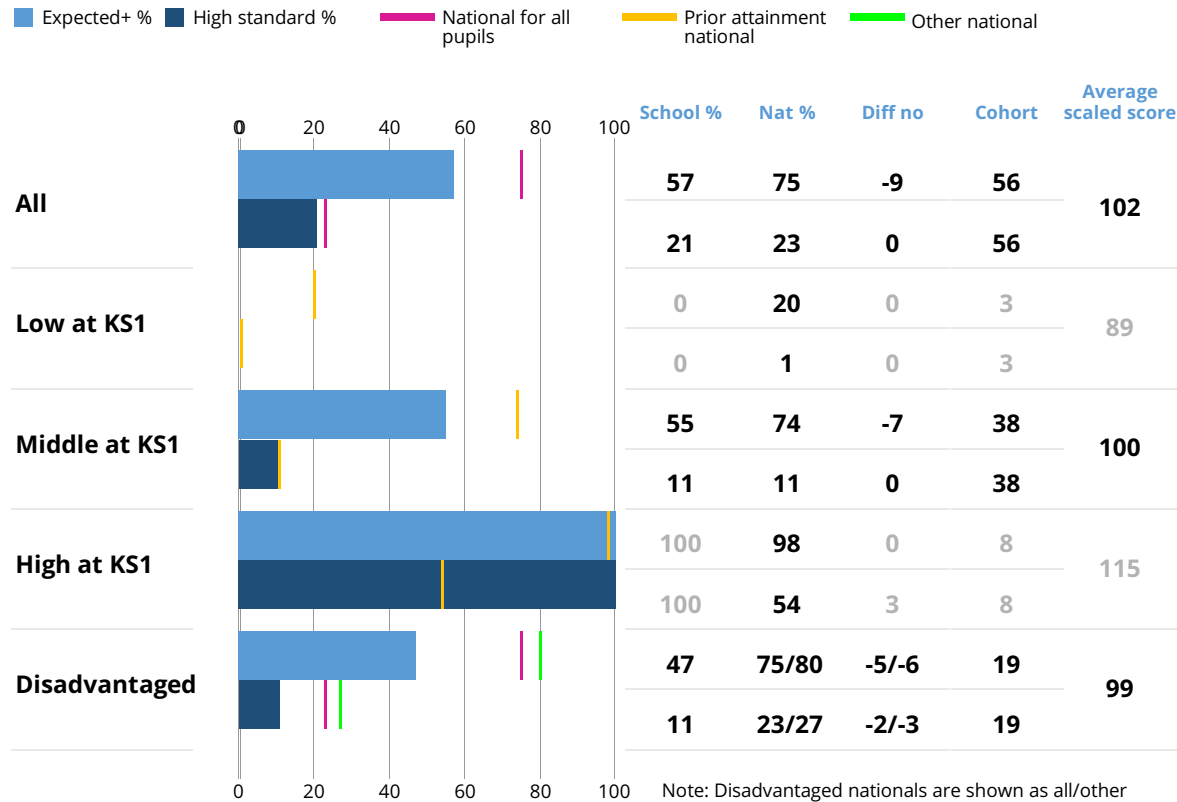
Shading based on statistical significance and top/bottom 10% will not be shown for special schools.

Mathematics progress scatterplot

Key stage 2 progress

Key stage 1 prior attainment

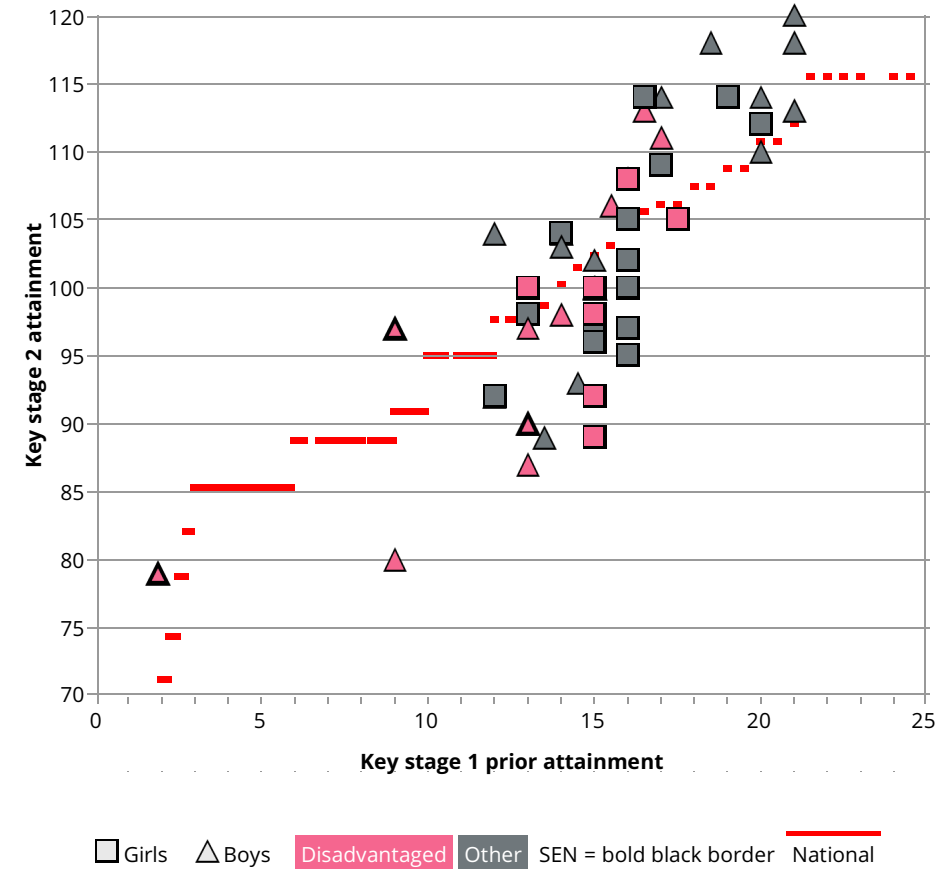☐ Girls   △ Boys   Disadvantaged   Other   SEN = bold black border

Top and bottom 10% values can be found in the percentile boundary spreadsheet alongside the guidance documents located here: https://www.gov.uk/government/publications/using-ofsteds-inspection-dashboard-early-years-foundation-stage-profile-to-key-stage-4.The values displayed above are rounded to one decimal place however all underlying calculations are based on unrounded data. Prior attainment is based on overall KS1 attainment.
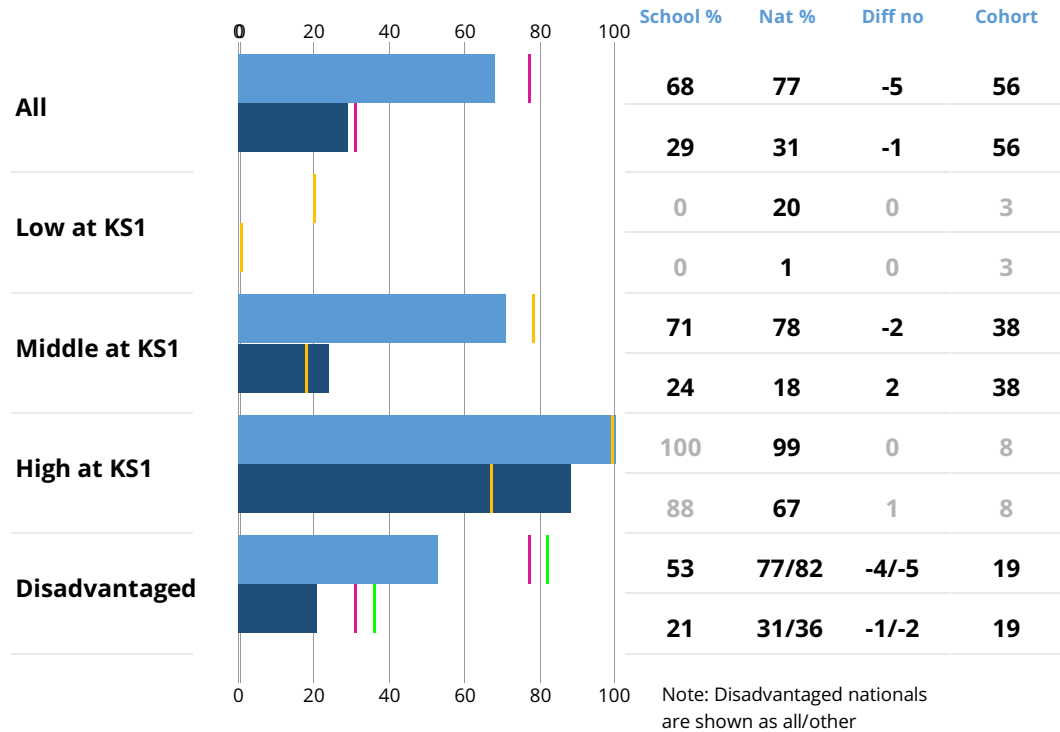
Mathematics attainment in 2017

- ▆ Expected+ %
- ▆ High standard %
- ▬ National for all pupils
- ▬ Prior attainment national
- ▬ Other national

	School %	Nat %	Diff no	Cohort	Average scaled score
All	57	75	-9	56	102
	21	23	0	56	
Low at KS1	0	20	0	3	89
	0	1	0	3	
Middle at KS1	55	74	-7	38	100
	11	11	0	38	
High at KS1	100	98	0	8	115
	100	54	3	8	
Disadvantaged	47	75/80	-5/-6	19	99
	11	23/27	-2/-3	19	

Note: Disadvantaged nationals are shown as all/other

Mathematics attainment scatterplot

Key stage 2 attainment

Key stage 1 prior attainment

□ Girls   △ Boys   ▦ Disadvantaged   ▦ Other   SEN = bold black border   ▬ National

The values displayed above are rounded to one decimal place however all underlying calculations are based on unrounded data. The 'Diff no' value shows the number of pupils that the difference between school and national represents, and is always rounded down to a whole number. Prior attainment is based on overall KS1 attainment.

Copperfield Academy

English grammar, punctuation and spelling (EGPS) in 2017

- Expected+ %
- High %
- National for all pupils
- Prior attainment national
- Other national

	School %	Nat %	Diff no	Cohort
All	68	77	-5	56
	29	31	-1	56
Low at KS1	0	20	0	3
	0	1	0	3
Middle at KS1	71	78	-2	38
	24	18	2	38
High at KS1	100	99	0	8
	88	67	1	8
Disadvantaged	53	77/82	-4/-5	19
	21	31/36	-1/-2	19

Note: Disadvantaged nationals are shown as all/other

Spelling

- Average mark
- National for all pupils
- Prior attainment national
- Other national

	Average mark	National	Cohort
All	11	12	56
Low at KS1	2	5	3
Middle at KS1	11	11	38
High at KS1	17	15	8
Disadvantaged	9	12/12	19

Note: Disadvantaged nationals are shown as all/other

The values displayed above are rounded to one decimal place however all underlying calculations are based on unrounded data. The 'Diff no' value shows the number of pupils that the difference between school and national represents, and is always rounded down to a whole number. Prior attainment is based on overall KS1 attainment.
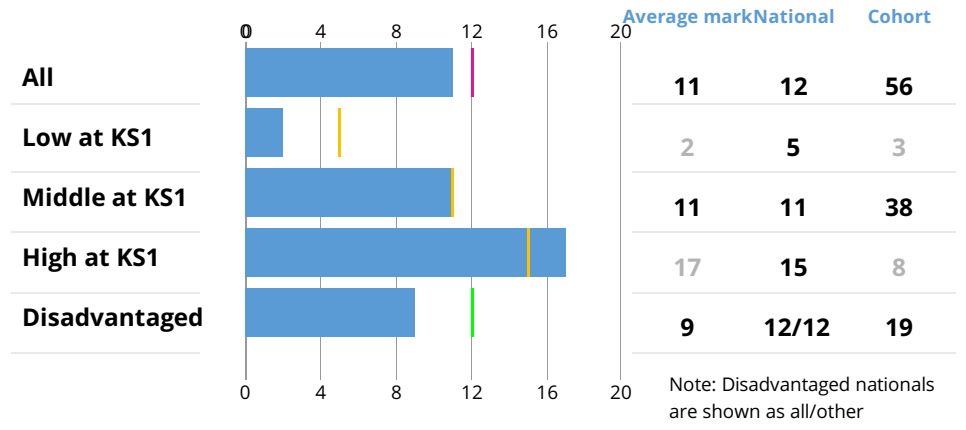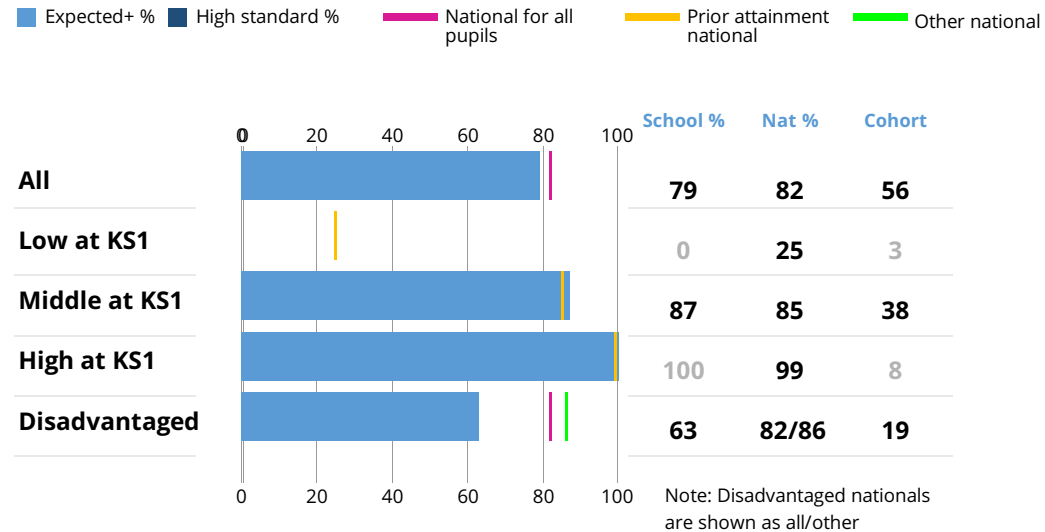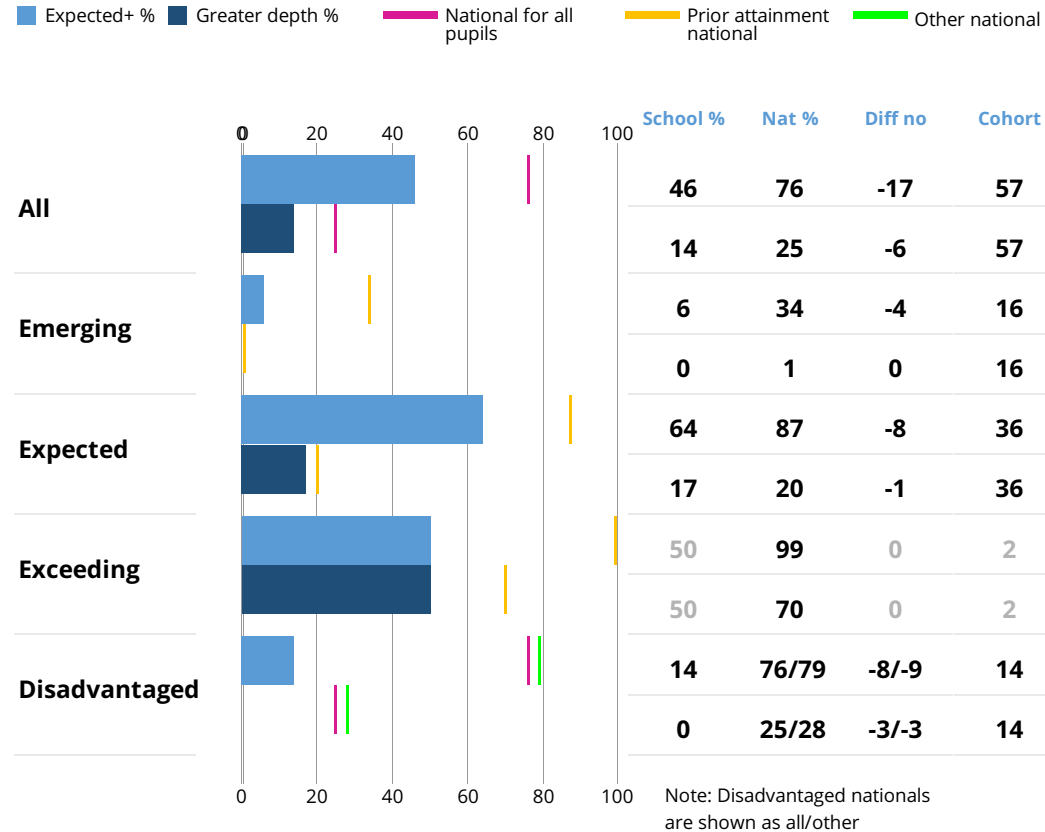
Science attainment in 2017

■ Expected+ %   ■ High standard %   ▬ National for all pupils   ▬ Prior attainment national   ▬ Other national

	School %	Nat %	Cohort
All	79	82	56
Low at KS1	0	25	3
Middle at KS1	87	85	38
High at KS1	100	99	8
Disadvantaged	63	82/86	19

Note: Disadvantaged nationals are shown as all/other

Science data is based on teacher assessments. Users should be cautious when using this data.

The values displayed above are rounded to one decimal place however all underlying calculations are based on unrounded data. Prior attainment is based on overall KS1 attainment.

Copperfield Academy

Reading in 2017

■ Expected+ %   ■ Greater depth %   ▬ National for all pupils   ▬ Prior attainment national   ▬ Other national

	School %	Nat %	Diff no	Cohort
All	46	76	-17	57
	14	25	-6	57
Emerging	6	34	-4	16
	0	1	0	16
Expected	64	87	-8	36
	17	20	-1	36
Exceeding	50	99	0	2
	50	70	0	2
Disadvantaged	14	76/79	-8/-9	14
	0	25/28	-3/-3	14

Note: Disadvantaged nationals are shown as all/other

Writing in 2017

■ Expected+ %   ■ Greater depth %   ▬ National for all pupils   ▬ Prior attainment national   ▬ Other national

	School %	Nat %	Diff no	Cohort
All	40	68	-15	57
	9	16	-3	57
Emerging	10	28	-3	20
	0	1	0	20
Expected	59	84	-7	32
	9	14	-1	32
Exceeding	50	99	0	2
	50	61	0	2
Disadvantaged	14	68/72	-7/-8	14
	0	16/18	-2/-2	14

Note: Disadvantaged nationals are shown as all/other
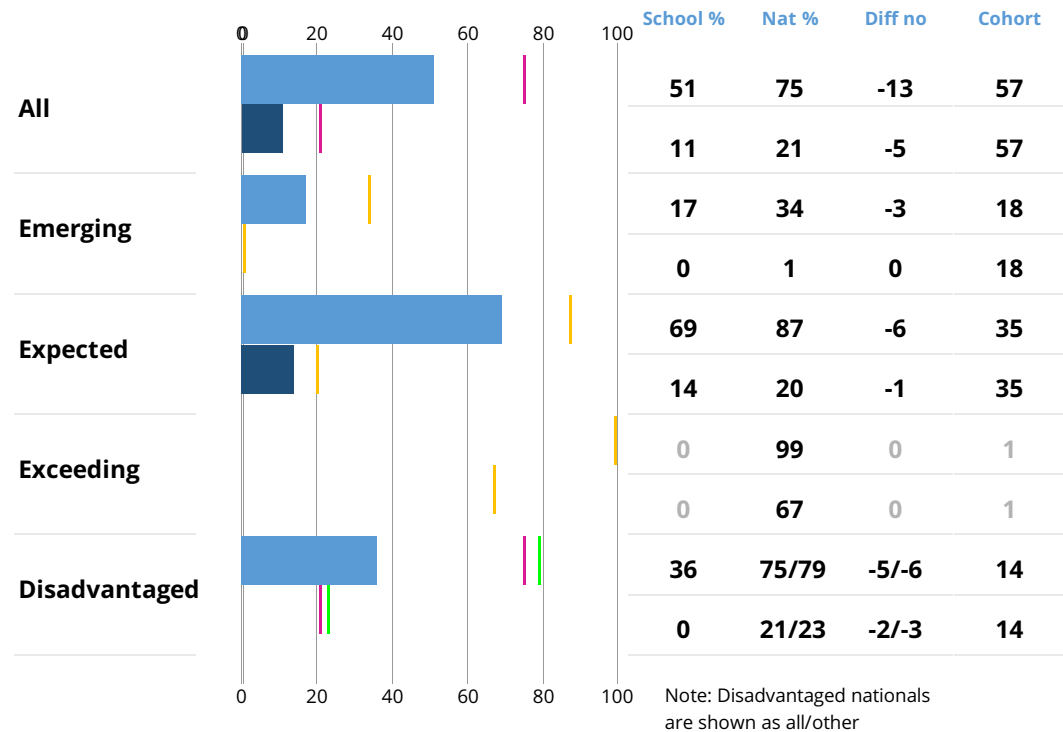
The values displayed above are rounded to one decimal place however all underlying calculations are based on unrounded data. Key stage 1 prior attainment is based on the EYFS subject specific outcome. The 'Diff no' value shows the number of pupils that the difference between school and national represents, and is always rounded down to a whole number.
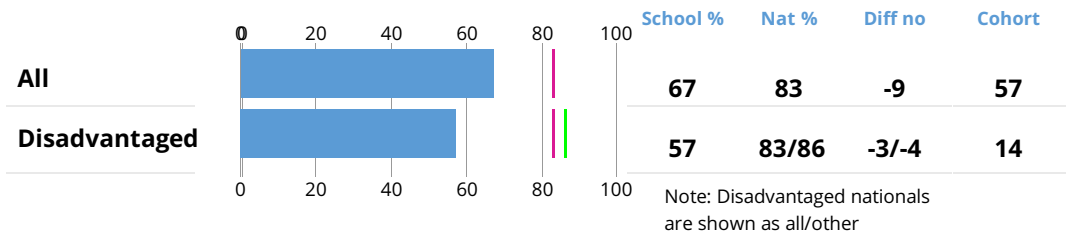
Copperfield Academy

URN: 139685   **LAESTAB:** 8862024
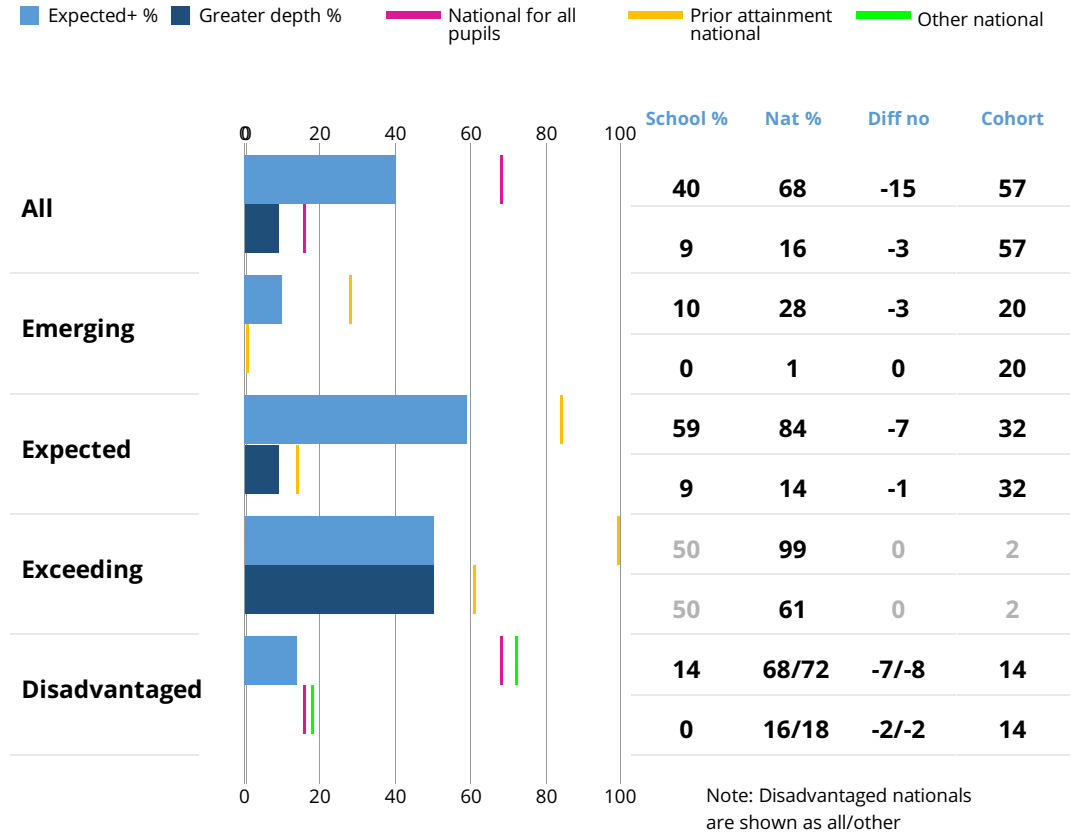
Mathematics in 2017

■ Expected+ %   ■ Greater depth %   ▬ National for all pupils   ▬ Prior attainment national   ▬ Other national

	School %	Nat %	Diff no	Cohort
All	51	75	-13	57
	11	21	-5	57
Emerging	17	34	-3	18
	0	1	0	18
Expected	69	87	-6	35
	14	20	-1	35
Exceeding	0	99	0	1
	0	67	0	1
Disadvantaged	36	75/79	-5/-6	14
	0	21/23	-2/-3	14

Note: Disadvantaged nationals are shown as all/other

Science in 2017

■ Expected+ %   ▬ National for all pupils   ▬ Other national

	School %	Nat %	Diff no	Cohort
All	67	83	-9	57
Disadvantaged	57	83/86	-3/-4	14

Note: Disadvantaged nationals are shown as all/other

The values displayed above are rounded to one decimal place however all underlying calculations are based on unrounded data. Key stage 1 prior attainment is based on the EYFS subject specific outcome. The 'Diff no' value shows the number of pupils that the difference between school and national represents, and is always rounded down to a whole number.
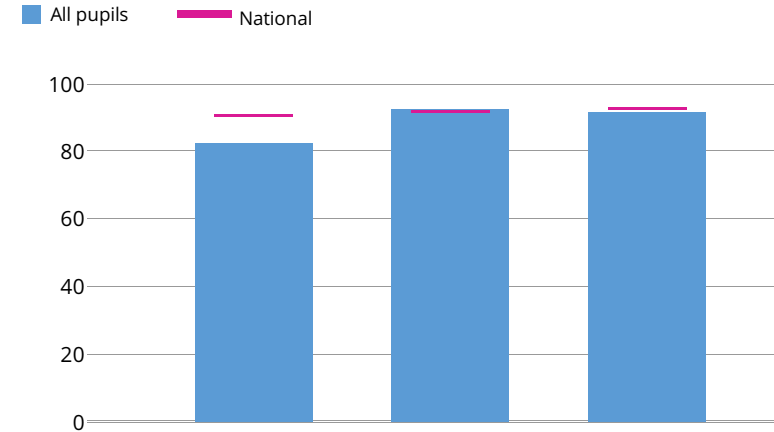
Phonics in 2017

Proportion meeting the expected standard

Year 1

■ All pupils   ▬ National
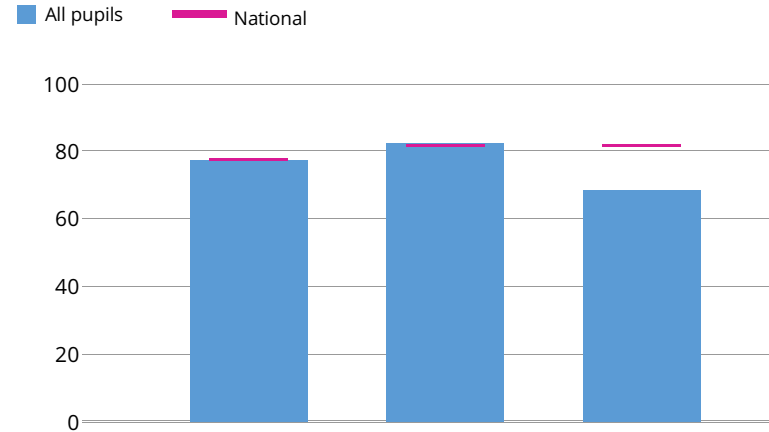
	2015	**2016**	**2017**
School %	77	82	68
Nat %	77	81	81
Cohort	53	55	59

By end of year 2

■ All pupils   ▬ National

	2015	**2016**	**2017**
School %	82	92	91
Nat %	90	91	92
Cohort	78	59	57

Copperfield Academy

Early Years Foundation Stage Profile

■ All pupils   ■ FSM   ▬ National for all pupils   ▬ Other national

% good level of development

	2015		2016		2017	
School %	54	20	68	56	51	37
Nat all %	66	66	69	69	71	71
Nat other %	-	69	-	72	-	73
Cohort	57	10	60	9	80	19
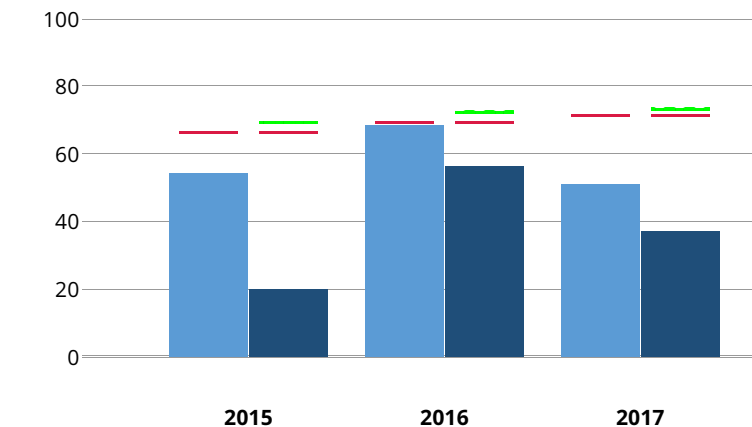
Mathematics early learning goals
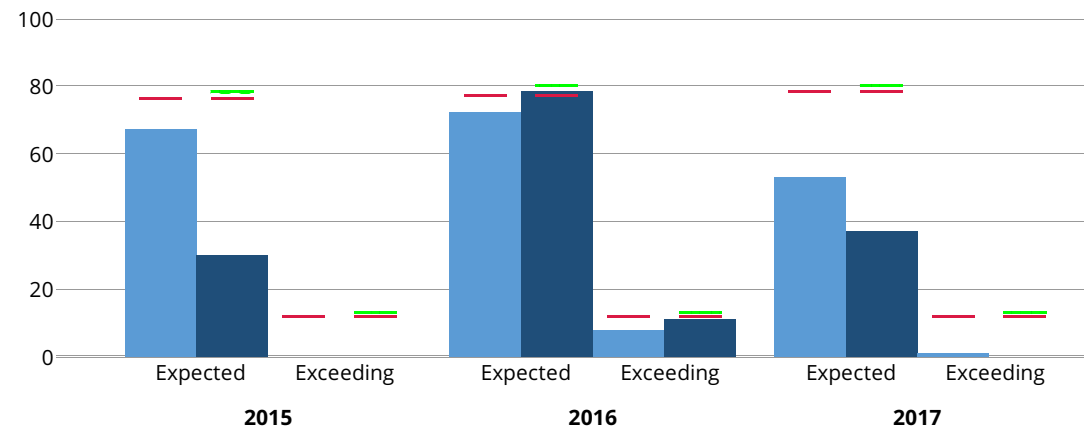
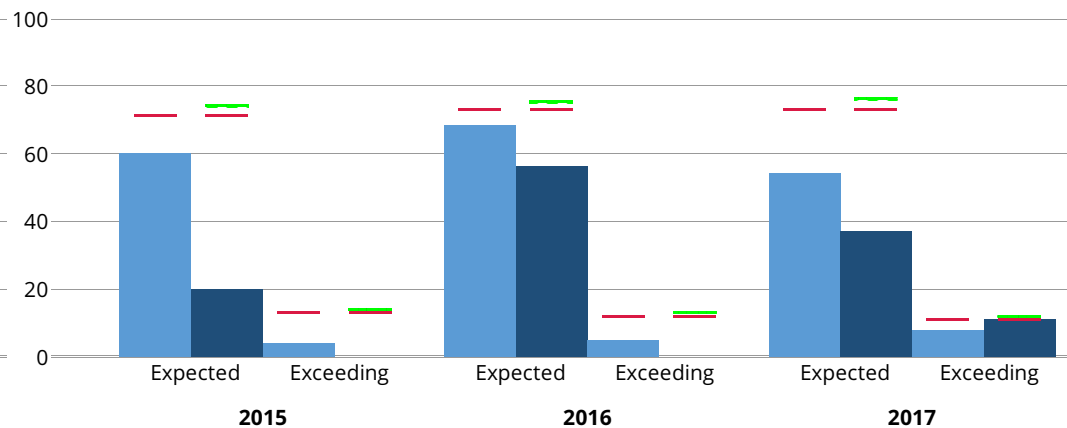|	2015				2016				2017			
	Expected		Exceeding		Expected		Exceeding		Expected		Exceeding	
School %	67	30	0	0	72	78	8	11	53	37	1	0
Nat all %	76	76	12	12	77	77	12	12	78	78	12	12
Nat other %	-	78	-	13	-	80	-	13	-	80	-	13
Cohort	57	10	57	10	60	9	60	9	80	19	80	19

Copperfield Academy

Early Years Foundation Stage Profile

■ All pupils   ■ FSM   ▬ National for all pupils   ▬ Other national

Reading early learning goals

Writing early learning goals

Reading early learning goals
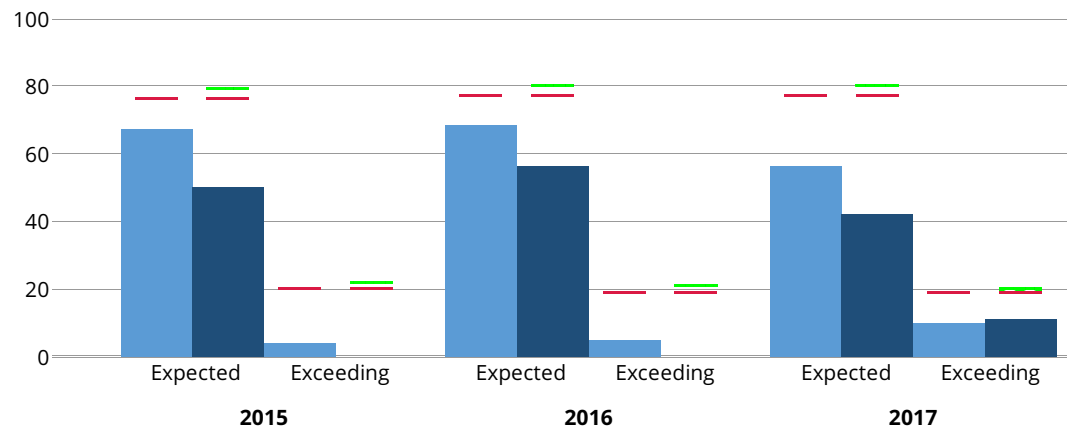
	2015				2016				2017			
	Expected		Exceeding		Expected		Exceeding		Expected		Exceeding	
School %	67	50	4	0	68	56	5	0	56	42	10	11
Nat all %	76	76	20	20	77	77	19	19	77	77	19	19
Nat other %	-	79	-	22	-	80	-	21	-	80	-	20
Cohort	57	10	57	10	60	9	60	9	80	19	80	19

Writing early learning goals

	2015				2016				2017			
	Expected		Exceeding		Expected		Exceeding		Expected		Exceeding	
School %	60	20	4	0	68	56	5	0	54	37	8	11
Nat all %	71	71	13	13	73	73	12	12	73	73	11	11
Nat other %	-	74	-	14	-	75	-	13	-	76	-	12
Cohort	57	10	57	10	60	9	60	9	80	19	80	19